IDAPA 08 – STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0506

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2006 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Sections 33-105, 33-616, 33-618, 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

Currently 42 credits are required for graduation. That is significantly fewer than most other states. Idaho's math and science requirements have been minimal and as a result, Idaho is one of the lowest ranking states in postsecondary enrollment. The new graduation requirements are aligned with research on the best practices in high school reform. They are also aligned with Idaho's postsecondary admission requirements. Increasing the graduation requirement will better prepare Idaho's high school students for postsecondary education and entrance into the workforce.

The new high school graduation requirements will include 46 credits (rather than 42) for high school graduation and will increase the requirements from 4 credits of math and 4 of science to 6 credits of math and 6 credits of science for those students who enter the 9th grade in 2008, and 8 credits for math and 6 credits of science for those students who enter the 9th grade in 2009. The new rules will also require the parent approved learning plan be completed at the end of 8th grade, will require all students to take a college entrance examination; and finally, will require all students to complete a senior project.

The State Board of Education held numerous hearings, meetings, and a summit to gather input and comments to these rules. All of those comments were carefully considered and the Board made amendments to the rules based on those comments. The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The original text of the proposed rule was published in the October 5, 2005 Idaho Administrative Bulletin, Vol. 10-05, pages 107-118.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year:

Cost estimates include money for teacher training, increased capacity for the Idaho Digital Learning Academy, money for college entrance exams and senior projects, while hiring additional math and science teachers before the requirements are fully implemented. The preliminary cost estimates for these rules include a gradual increase in funding: $1.4 million for FY 2007, $1 million for FY 2008, $3.9 million for FY 2009, $6.8 million for FY 2010, $11.5 million for FY 2011, $14.8 million for FY 2012, and $17.1 million for 2013. The increase from FY08 to FY09 is due to hiring of additional math and science teachers. These increases will continue on a graduated basis through FY13 when full implementation for both math and science is achieved.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending

rule, contact Marilyn Davis at (208) 332-1563 or Christine Ivie at (208) 332-1577.

DATED this 16th day of November, 2005.

Karen L. Echeverria
Policy and Governmental Affairs Officer
State Board of Education
650 West State Street
PO Box 83720
Boise, Idaho 83720-0037
Phone (208) 332-1567, FAX 332-2632

FOLLOWING IS THE TEXT OF DOCKET NO. 08-0203-0506

007. DEFINITIONS A - G.

01. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs. ( )

02. Advanced Placement® (AP) - http://www.collegeboard.com. The Advanced Placement Program is administered by the College Board. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. ( )

0~~1~~3. **All Students**. All students means all public school students, grades K-12~~, not just non college bound~~. ~~(3-15-02)~~( )

0~~2~~4. **Alternative Assessment (Other Ways of Testing)**. Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

0~~3~~5. **Assessment**. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

0~~4~~6. **Assessment Standards**. (4-5-00)

a. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing"; (4-5-00)

b. Measures of student performance. (4-5-00)

0~~5~~7. **Authentic**. Something that is meaningful because it reflects or engages the real world. An "authentic task" asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

0~~6~~8. **Basic Educational Skills Training**. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

0~~7~~9. **Classic Texts**. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

0~~8~~10. **Context (Of a Performance Assessment)**. The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

0911. **Cooperative Work Experience**. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. ~~(4-5-00)~~( )

1~~0~~2. **Criteria**. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

1~~1~~3. **Cues**. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

14. "C" Average. A combined average of courses taken on a four (4) point scale with "C" equal to two (2) points. ( )

1~~2~~5. **Decode**. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

16. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. ( )

1~~3~~7. **Emergent Literacy**. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

1~~4~~8. **Employability Skills**. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

1~~5~~9. **Entry-Level Skills**. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

1620. **Evaluation (Student)**. Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

1721. **Experiential Education (Application)**. Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

~~18~~22. **Exploratory Experience (Similar to a Job Shadow)**. An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

~~19~~23. **Fluency**. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

~~20~~4. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

~~21~~5. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - http://www.ibo.org/ibo/index.cfm. Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. ( )

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. ( )

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. ( )

0~~2~~5. **Narrative**. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

0~~3~~6. **Norm-Referenced Assessment**. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

0~~4~~7. **On-Demand Assessment**. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

0~~5~~8. **Performance Assessment**. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

0~~6~~9. **Performance-Based Assessment**. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

~~07~~10. **Performance Criteria**. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

***08*11. Phonics**. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

***09*12. Portfolio**. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

10*3*. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

14. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccaulaureatte level. ( )

11*5*. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

12*6*. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

13*7*. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

14*8*. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. *~~A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty two (2) contractors.~~* *~~(4-5-00)~~*( )

15*9*. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and performance standards. (4-5-00)

***16*20. Standardization**. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

***17*21. Standards-Based Education**. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

***18*22. Structured Work Experience**. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit

and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

~~19~~23. **Student Learning Goals (Outcomes)**. Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

009. DEFINITIONS T - Z.

01. Tech Prep~~/Associate Degree (TPAD) Program. A program with a planned sequence of competency based studies articulated between secondary and post secondary institutions, leading to an apprenticeship, certificate, associate degree, or four year college degree. It provides technical preparation in at least one (1) field and builds student competence in the application of mathematics, science, communications, and workplace skills.~~ Tech Prep is a sequenced program of study that combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training. ~~(4-5-00)~~( )

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

03. Total Quality Management. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. Transferable Skills. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller~~;~~. tThe ability to problem solve or work as a team member is transferable among most jobs and workplaces. ~~(4-5-00)~~( )

05. 2+2 or 4+2. A planned, streamlined sequence of academic and ~~vocational~~ professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14).(4-5-00)

~~**06. Professional-Technical Education**. "Formal preparation for semi skilled, skilled, technical, or paraprofessional occupations, usually below the BA level." (Thesaurus of ERIC Descriptors). There are several variations on this term. Idaho uses "professional technical education," Oregon "professional technical education," and Washington "vocational technical." (3-15-02)~~

0~~7~~6. **Writing Process**. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

0~~8~~7. **Word Recognition**. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

(BREAK IN CONTINUITY OF SECTIONS)

103. ~~*Core Of*~~ INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: ~~*(4-5-00)*~~( )

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools ~~*(Grades 1-6)*~~. ~~*(4-1-97)*~~( )

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) ~~*(4-1-97)*~~( )

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. ( )

a. No later than the end of grade eight (8) ~~*all*~~ each student ~~*will*~~ shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan ~~*will*~~ shall be developed by students ~~*and*~~ with the assistance of parents or guardians, and with advice and recommendation from school personnel. It ~~*will*~~ shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards.

The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.
~~(4-1-97)~~( )

b. (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). ( )

~~a~~c. Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) ~~(4-1-97)~~( )

~~b~~d. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
~~Vocational~~ Professional-Technical Education
Advisory Period (middle school only, encouraged in junior high school)
~~Exploratory (middle school only)~~ ~~(4-1-97)~~( )

~~**c.** Additional instructional options as determined by the local school district. For example:~~
~~Languages other than English (4-1-97)~~

03. High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. ~~A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards.~~ The learning plan outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. ~~(4-1-97)~~( )

a. Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
Physical Education (fitness)
Humanities
~~Vocational~~ Professional-Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language)
~~(3-30-01)~~( )

~~**b.** Additional instructional options as determined by the local school district. For example:~~
~~Journalism (4-1-97)~~

105. GRADUATION FROM HIGH SCHOOL.
~~Graduation~~ A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school ~~requires that~~: ~~(4-1-97)~~( )

01. Credit Requirements.

a. (Effective for all students that graduate prior to January 1, 2012.) ~~*All*~~ Each student~~*s will*~~ shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. ~~*(4-5-00)*~~( )

b. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits. ( )

02. Achievement Standards. ~~*All*~~ Each student~~*s will*~~ shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. ~~*(3-30-01)*~~( )

03. Proficiency (Effective January 1, 2006). ~~*All*~~ Each student~~*s must*~~ shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the ~~*local school board*~~ school district or LEA, and, at the discretion of the the ~~*local school board*~~ school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. ~~*(3-20-04)*~~( )

a. Before appealing to the the ~~*local school board*~~ school district or LEA for an alternate measure, the student must be: ~~*(3-20-04)*~~( )

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

d. The measure must be valid and reliable; and (3-20-04)

e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the the ~~*local school board*~~ school district or LEA. ~~*(3-20-04)*~~( )

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements.

( )

106. ~~*(Reserved)*~~ **ADVANCED OPPORTUNITIES** (Effective July 1, 2007)**.**
All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. ( )

107. HIGH SCHOOL GRADUATION ~~*Standards (Effective July 1, 2000)*~~ **REQUIREMENTS.**

01. Requirements. (Effective for all students that graduate prior to January 1, 2012.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient

or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and ~~*vocational*~~ professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ~~*(3-20-04)*~~( )

02. Requirements. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. Thirty-one (31) semester credits are required as listed in Subsections 107.03 through 107.08, plus a minimum of fifteen (15) elective credits. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. ( )

0~~1~~3. Secondary Language Arts and Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

0~~2~~4. Mathematics ~~*and Science*~~. ( )

a. Mathematics and Science. (Effective for all students that graduate prior to January 1, 2012.) ~~(~~Eight (8) credits required~~)~~, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory ~~*sciences*~~ based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. ~~*(7-1-00)*~~( )

b. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2008 or later but prior to the fall of 2009.) Six (6) credits required beginning with a minimum of algebra I. Secondary mathematics must include two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must take six (6) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II waiver or advanced math beyond Geometry, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II or advanced math beyond Geometry waivers must complete six (6) credits of math, including two (2) credits of algebra I and two (2) credits of geometry. ( )

c. Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Eight (8) credits required beginning with a minimum of algebra I. Secondary mathematics must include two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry); and two (2) other math credits. If a student completes

any of these courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must take eight (8) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II waiver or advanced math beyond Geometry, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II or advanced math beyond Geometry waivers must complete eight (8) credits of math, including two (2) credits of algebra I and two (2) credits of geometry. ( )

05. **Science**. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) (Six (6) credits required). Secondary sciences shall include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment or approved applied science. Four (4) credits of these courses must be laboratory based. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. ( )

0~~3~~6. **Social Studies**. (Five (5) credits required), including government (two (2) credits), ~~*U.S.*~~ United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. ~~*(7-1-00)*~~( )

0~~4~~7. **Humanities**. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or ~~*foreign*~~ world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. ~~*(5-3-03)*~~( )

0~~5~~8. **Health/Wellness**. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

09. **College Entrance Examination**. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. ( )

10. **Senior Project**. (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). ( )

~~*06*~~**11.** **Assessment**. A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: ( )

a. A student received a proficient or advanced scored on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; ( )

b. A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or ( )

c. A student has an IEP that outlines alternate requirements for graduation. ( )

d. The requirement will be phased in providing the following exemptions for the ~~*classes*~~ calendar year of 2006 and 2007. ~~*(3-20-04)*~~( )

~~a~~i. ~~Class~~ Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: ~~(3-20-04)~~( )

~~i~~(1). ~~The~~ A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; ~~(3-20-04)~~( )

~~ii~~(2). ~~The~~ A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; ~~(3-20-04)~~( )

~~iii~~(3). ~~The~~ A student has an IEP that outlines alternate requirements for graduation ~~or adaptations are recommended on the test~~; ~~(3-20-04)~~( )

~~iv~~(4). ~~The~~ A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; ~~(3-20-04)~~( )

~~v~~(5). ~~The~~ A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or ~~(3-20-04)~~( )

~~vi~~(6). ~~The~~ A student ~~may~~ appeals for another measure approved by the ~~local school board~~ school district or LEA as outlined in Subsection 105.03. ~~(3-20-04)~~( )

~~b~~ii. ~~Class~~ Calendar year of 2007 and subsequent classes. Astudent is not required to achieve a proficient or advanced score on the ISAT if: ~~(3-20-04)~~( )

~~i~~(1). ~~The~~ A student took the ISAT and was within three (3) RIT points of proficiency; ~~(3-20-04)~~( )

~~ii~~(2). ~~The~~ A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; ~~(3-20-04)~~( )

~~iii~~(3). ~~The~~ A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; ~~(3-20-04)~~( )

~~iv~~(4). ~~The~~ A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or ~~(3-20-04)~~( )

~~v~~(5). ~~The~~ A student ~~may~~ appeals for another measure approved by the ~~local school board~~ school district or LEA as outlined in Subsection 105.03. ~~(3-20-04)~~( )

~~c. Class of 2008 and Subsequent Classes.~~ (3-20-04)

~~i. The student received a proficient or advanced score on an exit exam from another state that requires a standards based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or(3-20-04)~~

~~ii. The student may appeal for another measure approved by the local school board as outlined in Subsection105.03. (3-20-04)~~